

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV337

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Renee Nunez

Official School Name: St Anthony of Padua Catholic School

School Mailing Address: 7901 Bay Branch Drive
The Woodlands, TX 77382-5316

County: Montgomery State School Code Number*: NA

Telephone: (281) 296-0300 E-mail: rnunez@staopcs.org

Fax: (281) 296-7236 Web site/URL: www.staopcs.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Sister Kevina Keating, CCVI Superintendent e-mail: kkeating@archgh.org

District Name: Archdiocese of Galveston-Houston District Phone: (713) 741-8704

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Steven Brady

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV337

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 12

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	32	34	66		6	22	25	47
K	21	25	46		7	24	24	48
1	23	23	46		8	29	19	48
2	27	21	48		9	0	0	0
3	19	27	46		10	0	0	0
4	23	25	48		11	0	0	0
5	22	26	48		12	0	0	0
Total in Applying School:								491

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
22 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
70 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 5%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	14
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1, 2010	483
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 4%

Total number of ELL students in the school: 19

Number of non-English languages represented: 2

Specify non-English languages:

Spanish, Portuguese

9. Percent of students eligible for free/reduced-priced meals: 2%

Total number of students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

SAOP does not participate in free and reduced-priced school meals program. Annual Income Eligibility Parent Surveys were used to answer this question. Families who answered that their annual gross income was the same or less than the minimum amounts indicated based on the family size were used to calculate the 2% who qualify.

10. Percent of students receiving special education services: 11%

Total number of students served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>23</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>21</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>6</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>1</u>
Total number	<u>47</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

St. Anthony of Padua Catholic School (SAOP) is located in The Woodlands, Texas, a suburban community north of Houston. The school is a ministry of St. Anthony of Padua parish in the Archdiocese of Galveston-Houston. When the parish was founded in 1997, it was presented with the challenge of establishing a Catholic school in conjunction with opening the Church and Parish Life Building. In response to that challenge, committees were formed to complete a feasibility study, write the school's mission statement and philosophy, and apply for and receive approval from the Archdiocese. Renee' Nunez was hired as principal in 2000 and continues to serve the school and parish today.

SAOP opened with 132 students in August 2001. Surrounded by outstanding public schools, SAOP has flourished as students and parents are drawn by its mission: *to engender a strong sense of Roman Catholic identity, a deep reverence for the sacraments and a lifelong commitment to understanding and joyfully living our faith; to enrich each child's development by requiring academic excellence and providing opportunities that challenge students and recognize individual achievement; to develop with parents the moral compass that guides students to love all God's creation and serve humankind with Christ as their model.* Enrollment has grown to 492 students in pre-kindergarten through eighth grades. The co-ed student body is 98% Catholic and represents the cultural diversity of the area with an enrollment of 70% white/Caucasian, 22% Hispanic/Latino, and 8% other. A before and after school program is available to serve the needs of working families.

In 2001 classes met in the Parish Life Building. After year one, modular classrooms were utilized to accommodate growth. A 2003 capital campaign generated \$4.6 million dollars for construction of the school's permanent home. The school moved into the 68,000 square foot facility adjacent to the Church in the fall of 2005. The state-of-the-art facility includes 24 classrooms, offices, clinic, gymnasium, stage, science and technology labs and library/media center. In 2006 a \$250,000 parishioner gift made the addition of athletic fields possible. The fields were dedicated in January 2007 and became home for football, soccer, and baseball programs. A playground, Marian prayer garden, and an outdoor garden classroom complete the campus.

The faculty and staff of SAOP are incredibly talented and dedicated to providing a Christ-centered learning environment wherein students are nurtured, challenged, and inspired. Their numbers have grown from 14 to 56 full and part-time professional and paraprofessionals. SAOP maintains a highly qualified teaching staff with 21% holding advanced degrees and 100% participating in continuing education annually. The retention rate for personnel is over 90%.

The involvement of community in SAOP is a catalyst for success. Thousands of volunteer hours accrued annually by parents, grandparents, and parishioners through participation in activities such as the School Advisory Committee, PTO, Booster Club, Auction Gala, and School Fund demonstrates commitment to SAOP. Financial support in 2010-2011 generated over \$480,000 in fundraising and donations, which provided over \$100,000 in tuition assistance, funded over \$95,000 in special projects, established an endowment fund, and kept tuition as affordable as possible for families.

Accredited by the Texas Catholic Conference Education Department, SAOP follows the curriculum of the Archdiocese and provides a learner-centered education that recognizes individual learning styles, maintains high academic standards and nurtures the development of a lifelong love of learning. Teachers utilize differentiated instruction, promote higher level thinking skills, and engage students actively in learning. Integration of innovative technology and world languages prepares students for success in a global society. A Learning Advisor works with teachers to accommodate students with special needs. Academics provide comprehensive instruction in core subjects and offer students opportunities to explore

interests in a diverse auxiliary and elective program. A middle school model, including advisory, meets the needs of adolescents. A wealth of opportunities for participation in organizations, academic competitions, and award-winning athletic and fine arts programs allow students to find purpose for their God-given gifts and talents. Students are frequently recognized for academic and extracurricular achievements. Each year graduates are accepted into highly regarded Catholic, private, and public high schools with many participating in honors programs. Graduates go on to excel academically, athletically, and in a wide range of extracurricular activities.

SAOP remains focused on continuous formation of the whole Christian person. Students are made aware of their role as members of the Christian community through the teaching of Catholic doctrine, participation in liturgy and worship, and involvement in service projects. *Our vision is to guide the mind, body, and spirit of the next generation of Catholic leaders to live the Gospel of Jesus Christ and to meet their full potential as people created in the image of God.* Working in partnership with parents and the parish community, SAOP insures that our students experience *Excellence... Strengthened by Faith.*

1. Assessment Results:

A.

SAOP students demonstrate a positive trend of academic achievement in reading and math as measured by the Stanford Achievement Test10© (2007-2009 testing years) and Iowa Test of Basic Skills© (2010-2011 testing years). Standardized testing occurs in the spring and results guide the formation of the school's instructional goals for the upcoming year. Scores indicate a solid academic program within which the learning needs of students are met and high levels of achievement are encouraged.

The school reviews test results in depth, noting Archdiocesan and national comparisons. National percentiles in reading for the spring of 2011 on the ITBS© ranged from 72-86 and mathematics scores ranged from 73-89. SAOP scores exceed the criteria needed to rank it among the top 15 percent of schools nationally. This demonstrates a high level of achievement for which the school strives.

SAOP's goal of maintaining scores above Archdiocesan averages was met once again in the spring of 2011. National percentile reading scores averaged eight and one half percentage points above the Archdiocese with sixth grade exceeding by sixteen points. In math, SAOP averaged nine points above the Archdiocese with eighth grade thirteen points above. This testament supports the exceptional job done by teachers implementing the Archdiocesan curriculum and taking students to even higher levels of learning.

SAOP analyzes the Predicted Group Achievement (PGA) information derived from ITBS© and CogAt© data with a goal of meeting or exceeding predicted outcomes. The PGA shows the difference between the achievement score of a grade level and the predicted score of the grade level. In reading and math, SAOP ranges from a difference of zero to plus ten confirming that SAOP offers a solid academic program which addresses the learning needs of its students and challenges them to reach their full potential.

B.

SAOP's goal with respect to assessment data is to analyze and use the information as a guide for improving instruction and learning for all students. Careful analysis of standardized test results reveals trends. Reading scores across grade levels remain constant over time with percentile ranks in the 70s and 80s and a variance in the past two years between one and five points. Though math scores show a slightly greater variance, improvement is noted in specific grade levels with scores in the 70s and 80s. Standardized test results show an upward trend as students move through the grade levels reaching the upper 80s in middle school. SAOP students are performing well and are meeting the high expectations for academic achievement called for in the school's mission statement.

Factors have been noted that contributed to gains and losses over the five year testing period in reading and math. One of the biggest factors was the change of the testing instrument used to assess student achievement. A drop in overall scores is noted from 2009 to 2010 when the change was mandated by the Archdiocese. The change in instruments was significant for both teachers and students. The testing environment changed from untimed for SAT10© to timed for ITBS©. The format and length of the test changed, affecting some grade levels more than others. Instructions for administering the test saw revision as well. The testing year 2010 proved to be a learning curve for teachers in preparing students for the ITBS©. Administration has addressed the learning curve by improving test preparation for both teachers and students. It is important to note however, that SAOP does not "teach the test", but rather incorporates test taking strategies across the curriculum.

Another factor that has affected gains and losses has been a population shift in two specific areas over the years. Demographics have changed with an increase in Hispanic population. As a result, teachers have received training in instructional strategies and methods to support and serve English language learners. An ELL middle school elective is offered to support these students in various content areas. Newly adopted textbooks offering ELL support materials were purchased to assist teachers with instruction. A growing number of at-risk and special needs learners have surfaced within the existing population or have been newly enrolled. Therefore, SAOP has increased efforts to serve them. Both English language learners and special needs groups are administered the ITBS© and in certain circumstances provided a special testing environment with approval from the Archdiocese. Examination of data shows both groups performing well.

Fifth grade math scores in 2011 show an achievement gap greater than ten points between the average score for the grade level and the average score of the Hispanic subgroup. Steps have been taken to close the achievement gap providing support for these students. Individual student scores have been analyzed and their strengths and weaknesses noted. Students who scored below the 50th percentile have been identified as at-risk. Instructional strategies and teaching methods have been selected for these learners aligned to their CogAT© learner profile. A highly qualified teacher certified in math teaches a combination of fifth grade math and science. In some cases, tutors have been recommended. If language is identified as a barrier to learning, temporary accommodations are put in place to help these learners adjust to learning in a new language.

Positive performance trends in academic achievement are the result of focused efforts in curriculum development and alignment by administration and teachers at SAOP. Commitment to best practices has resulted in measurable improvement over the brief 11 year history of the school.

2. Using Assessment Results:

SAOP uses assessment data from many sources to improve student and school achievement. Assessment is ongoing and regularly includes observations, traditional teacher generated or textbook tests, rubrics, and standardized tests. Though standardized testing is only one component of the assessment process, it provides valuable information about SAOP's achievement school wide, for grade levels, as well as for individual students.

Analysis of standardized test results from ITBS© and CogAT© is a comprehensive process. Standardized test results are analyzed by administration annually. Results are shared with teachers and training conducted to assist them in understanding scores and their role in improving instruction. Teachers receive group as well as individual student information along with comparisons to Archdiocesan and national scores. Online access to scores allows for disaggregation of data for current and longitudinal study. Grade level or department teams complete group instructional plans identifying strategies to address standards marked for improvement. Students performing below the 50th percentile are identified and instructional plans developed to address their individual needs.

Data decision making is a priority at SAOP. Administration and teachers have studied the work of Victoria Bernhardt, Executive Director, Education for the Future Initiative that promotes the use of data for continuous school improvement. Teachers receive data binders compiled by administration containing demographic and student learning data (ITBS©, CogAT©, Star Math©, Star Reading©, DRA©) along with reference material. Binders are updated regularly and are utilized in curriculum planning meetings quarterly.

An example of data decision making in action is the emphasis on math computation skills for 2011-2012. Administration identified math computation as a school-wide ITBS© goal based on spring 2011 results. Teachers were given articles for summer reading and discussions were held in August staff development sessions. The faculty was challenged to work together regardless of the subject or grade level they teach to improve math computation scores. Teachers wrote a math computation goal as part of their

professional growth plans. Observations and lesson plans demonstrate commitment and creativity in using transition times, integrating math into cross curricular units, and utilizing technology resources to address the challenge. An administrative blog requires teachers to reflect and respond on math computation topics throughout the year. Discussions on progress at School Leadership, curriculum, faculty, department, and grade level meetings lead to adjustments made as needed. Administration obtained financial resources to upgrade Every Day Counts© kits to the 2011 version and provided grade level in-services on use of the program. The School Math Committee composed of teachers from various grade levels initiated two school-wide programs. The first is Stop, Drop, and Compute, which is part of morning announcements twice each month. All students spend five minutes working on teacher selected math computation skills. Secondly, the use of xtramath.com at school or home was introduced challenging students to master basic facts. A bulletin board in the school lobby recognizes students reaching their goals. A re-evaluation of math computation will be conducted when 2012 ITBS© scores are received.

Standardized test results are utilized in other ways at SAOP. Students applying for admission are required to take entrance exams for placement. Results are used as one indicator of the need for possible accommodations and educational testing for at-risk students. Scores routinely qualify students for participation in DECATS, the Archdiocese's summer gifted and talented enrichment program and the Duke University Talent Identification Program. Teachers utilize test scores when placing students into classes for the following school year. Scores influence the selection of textbooks, instructional resources, and annual school improvement goals.

Standardized test results are communicated to parents and students through individual information packets sent home with students. The packets include: a letter from administration; grade level graph with results in reading, language arts, and math; and the individual student's narrative profile. Parents are encouraged to meet with teachers, school counselor, or administration to review individual student's scores. Administration and the counselor schedule meetings as part of a Parent Education Series, providing parents with information on how to interpret their child's results and use Lexile© levels to select books for recreational reading.

SAOP shares results of standardized testing with the community in several ways. Administration informs the pastor and School Advisory Committee at an open meeting. Highlights and a brief analysis of the school's ITBS© performance are presented along with school improvement goals to enhance instruction and increase student achievement for the next year. Total scores in reading, math, and language are included in the school's Annual Report distributed to school parents and parishioners. The information is also shared with prospective parents through campus tours, open houses, marketing handouts, and the school web site.

SAOP uses results of standardized testing to improve instruction and student learning. The school welcomes the opportunity to share information about student and school achievement whenever possible.

3. Sharing Lessons Learned:

SAOP welcomes opportunities to share best practices and successes with other educators and schools. The school responds openly to requests for information and opens its doors for visits. Through sharing of knowledge, experiences, and successes, SAOP believes that student achievement and teacher effectiveness are positively impacted.

Many opportunities exist for administration and teachers to share information on the Archdiocesan level. The principal meets monthly with other principals. She has served as mentor for a new principal, on strategic planning and curriculum committees, and on accreditation teams. Teachers have served on curriculum committees and accreditation teams. The counselor, librarian, nurse, before and after school coordinator, instructional technologist, and advancement coordinator attend meetings regularly to network with colleagues and many have been presenters. Sharing of information on ITBS© and CogAT© testing

occurs at pre and post-test meetings. SAOP gladly advises parishes with new schools. Middle school teachers meet annually with high school teachers to align curriculum and exchange ideas. Administration routinely hosts staff development opportunities featuring local and national presenters to which faculties of other Catholic schools are invited. Included is time for teachers to exchange ideas and lesson plans, tour the campus, and dialogue about programs and practices.

Several teachers participate in the Archdiocesan summer program for gifted and talented students (DECATS). SAOP sends teachers and staff to volunteer in inner city schools encouraging mentoring and exchange of information. Recently, the program was extended to St. Joseph's in Baytown, named SAOP's "twin" school in the Archdiocese. St. Joseph plans to send teachers to spend a day at SAOP as well. SAOP's advancement coordinator works closely with colleagues in area schools to promote successes and programs through joint marketing and publicity efforts. Feature articles in local and Archdiocesan publications tell success stories. The school welcomes pre-service teachers from local universities for observations.

Technology provides a vehicle for information exchange. Email allows immediate access for educators and school leaders from the state, nation, and around the globe who want to learn more about successes at SAOP. As a result, we have welcomed educators from as far as Canada and Australia for campus visits. The Internet and school website provide 24/7 accessibility to information about SAOP.

The accomplishments and successes of SAOP are a result of the commitment that the school and parish community have made to Catholic education and The Woodlands. We proudly share them with others.

4. Engaging Families and Communities:

SAOP recognizes that school success can only be attained through cooperation between parents and educators. Student success is enhanced when parents and the community are involved in school programs and activities. Therefore, SAOP strives to build strong partnerships between home and school and between the local community and school.

Family involvement in student success begins with the Family Handbook, which contains comprehensive information on policies, procedures, and expectations related to curriculum, instruction, grading, and communication. Parent Information Nights held in the first few weeks of school provide opportunity for administration to deliver a "state of the school" address that includes school improvement goals. They are opportunities for teachers to meet with parents and share specific grade level information. Open and ongoing communication is encouraged through the use of written notes, phone calls, emails, and teacher web pages. Weekly grade reports are posted online for parent access. Teachers maintain web pages where weekly instructional objectives, schedules, due dates, and homework are posted. Mid quarter progress reports are issued when students experience difficulty. Report cards are handed out nine weeks. Formal conferences are held twice during the year with additional conferences called as needed by parents or the school. Weekly newsletters feature "spotlights" on various topics crucial to student success. A Parent Education Series addresses topics such as reading, adolescents, high school preparation, discipline, and standardized testing in forty-five minute sessions conducted after morning arrival. Parents are encouraged to become active volunteers supporting academic and extracurricular programs enhancing student success. Administration maintains an open door policy for parents that encourages exchange of ideas in a secure environment.

SAOP has earned a reputation in the parish and local communities for student accomplishments in academics and extracurricular activities. The school enjoys near capacity enrollment and successful fundraising as a result. The school invites community participation in book fairs, athletic events, fine arts programs, and PTO guest speakers. Open houses, school tours, and National Catholic School Week testimonials at Masses share accomplishments. SAOP provides parishioners with an annual report and utilizes the church bulletin to provide weekly school updates. The school's web site, marketing handouts,

and press releases inform the community and generate additional support for the school leading to increased student success.

At SAOP we pride ourselves in the connection between the school, parents, parish, and local community. Through this connection student success remains a priority.

1. Curriculum:

SAOP is dedicated to integrating faith and knowledge in the tradition of Catholic education. A Christ-centered developmentally appropriate curriculum supports the school's mission. SAOP challenges students to reach their full potential whether average, gifted, or special needs learners. Archdiocesan guides incorporating national and state standards, Christian values, and Catholic doctrine direct instruction. Textbooks are selected from the state adopted list. Supplementary materials enrich the curriculum. Believing that consistency is key to success, SAOP implements programs such as 6 Traits of Writing© and Thinking Maps© from pre-kindergarten through middle school.

Religion is integrated into all subjects, as well as advisory, guidance, and discipline programs. Students attend weekly Mass and participate in worship, prayer, and service opportunities. Family life, social justice, and sexuality are taught in partnership with parents. Sacramental study in second grade supports the parish's family based program.

Character Education emphasizing character traits, morals/values, and social skills is taught in pre-kindergarten through fifth and as part of advisory in middle school. Programs such as conflict resolution, bullying prevention, and anti-drug awareness encourage students to develop healthy self-concepts and self-discipline.

Language Arts instruction encompasses reading, grammar, writing, spelling, and handwriting. Students begin with reading readiness, progress to learning to read and write, and ultimately read and write to learn across the curriculum. Written and verbal communication skills and research are emphasized.

Mathematics content includes numbers and operations, algebra, geometry, measurement, and data analysis. Instruction using manipulatives and technology comprise a multi-sensory approach. Every Day Counts© provides daily review of critical math concepts. Pre-algebra and algebra are offered in middle school.

Science instruction asks students to apply Catholic teachings as they explore, discover, and understand content and processes in a balance of life, earth/space, and physical sciences. The scientific method and hands-on experiences are enhanced by a Halloween Science Day, science fair, campus weather station, garden, and portable planetarium.

Social Studies instruction includes history, geography, economics, government, citizenship, and culture. Texas history is taught in fourth and seventh grades. Activities such as the National Geographic Bee and field trips enhance the curriculum. SAOP prepares students to take their place as active citizens in a global society.

Visual and Performing Arts classes develop students' creative talents in art, music, and theatre. Art displays, musical and theatrical performances encourage artistic expression in students. SAOP has a troupe in the International Thespian Society.

Physical Education instruction focuses on lifelong fitness and wellness with emphasis on teamwork and sportsmanship. Health and nutrition are integrated. A strong physical education program has led to over 85% of middle school students participating in athletics.

Technology is integrated through the use of varied technological resources. Students receive instruction in keyboarding, Internet usage, word processing, spreadsheets, databases, and multimedia presentations.

Advanced classes are offered as electives in middle school. Technology fosters collaboration, creativity, and higher-level thinking.

Foreign Language instruction beginning in pre-kindergarten emphasizes vocabulary, conversation, and cultural studies preparing students to live in a multi-cultural society. SAOP is in compliance with the program's foreign language requirements. Through fifth grade, students explore world languages - Spanish, French, and Mandarin. Middle school students complete two years of Spanish or Latin.

Electives in middle school provide opportunity to explore varied interests. SAOP offers options including yearbook, newspaper, art, glee, band, theatre, speech, service, health, drill team, stock market, robotics, technology, and broadcast media. High school credit is offered for speech, health and Spanish electives.

Curriculum supports the school's philosophy centered on the continuous formation of the whole Christian person. Ongoing evaluation allows SAOP to respond to the ever-changing needs of students while emphasizing Catholic identity.

2. Reading/English:

Reading is essential to success in school and life. SAOP teachers center reading instruction on best practices rather than a single approach. Instruction and materials are developmentally appropriate and research based. Reading is part of an integrated language arts program including grammar, writing, spelling and handwriting.

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The Archdiocesan curriculum provides framework for instruction that utilizes state approved textbooks, novels, and supplemental materials. Reading is reinforced in all subjects, rather than in isolation. Archdiocesan benchmarks and ongoing assessments including STAR Reading© and DRA© track student achievement. Differentiated instruction addresses the needs of on level, above level, and below level readers.

The SRA Open Court Imagine It© series provides pre-kindergarten through 5th grade students with a solid foundation in literacy. Instruction begins with print and phonemic awareness, explicit phonics instruction, segmentation, and blending. Once decoding and word recognition skills are in place, emphasis shifts to developing fluency, vocabulary, and comprehension skills. In middle school, the Glencoe Texas Treasures© series emphasizes literature analysis and elements, writing, grammar, and vocabulary. English and literature classes are taught separately in middle school providing students with twice the number of required language arts instructional minutes each day. Beginning in 1st grade, novels enrich the reading program and the Super 3 and Big 6 Literacy Models© teach research and study skills which are reinforced through weekly library instruction. Sadlier Vocabulary Workshop© increases vocabulary and improves word usage skills beginning in 4th grade. Bloom's Taxonomy questioning strategies and novel projects encourage critical thinking while Six Traits of Writing© provides common language and consistency in teaching writing in all grade levels.

In addition to instruction, SAOP fosters a love of reading through programs and activities. Accelerated Reader© encourages recreational reading with rewards for reinforcement. The Texas Bluebonnet Books© program exposes students to new literature from various genre. Three campus book fairs encourage students to build home libraries. Grade level book buddies share the love of reading with younger students in the school and the parish's Little Saints program. Summer reading requires students to read selected books, keep a reading log, and complete a written assignment to prepare for the coming year.

Kindergarten students participate in a storybook parade each fall promoting favorite books. Author visits, guest readers, and exposure to drama presentations supplement the curriculum. Reading proficiency and a love of reading ensures that SAOP students are prepared for a lifetime of learning.

3. Mathematics:

SAOP recognizes that mathematics promotes the logical and abstract thinking necessary to shape students into problem solvers capable of making significant moral decisions. The Archdiocesan curriculum provides the framework for instruction including standards in numbers and operations, algebra, geometry, measurement, and data analysis/probability. SAOP utilizes state approved textbooks and supplemental materials. Teachers focus instruction on best practices rather than a single approach. Instruction and materials are developmentally appropriate and research based. Math is integrated and reinforced in other subjects rather than being taught in isolation. Archdiocesan benchmarks, ITBS© test scores, and ongoing assessments including STAR Math© track student achievement.

The Harcourt HSP© series used in pre-kindergarten through 5th grade provides a balanced curriculum that leads to a solid foundation. In middle school, Glencoe Mathematics Applications and Concepts©, Glencoe Pre-Algebra©, and Holt Algebra© foster the development of concepts and skills in preparation for high school. Programs are sequential with new skills based on previous concepts taught. Every Day Math Counts© provides daily review of critical math concepts. Bloom's Taxonomy questioning strategies and Thinking Maps© encourage higher-level thinking.

Instruction using manipulatives and technology define a multi-sensory approach. Basic computational skills and application of these skills to everyday problem solving are taught at every grade level. New concepts are introduced and modeled to build understanding and developed with ample practice for numerical fluency. SAOP strives to balance memorization of basic facts with discovery, exploration, problem solving, and reasoning. Teachers utilize a wide range of technological resources, presenting lessons suitable for all learning styles.

The needs of above level, on-level, and below level students are addressed in many ways. Differentiated instruction practices such as centers, flexible grouping, contracts, and peer tutoring are common. On-line tools accessible at home provide students with tutorial aids and extra practice. In middle school three math classes in each grade level bring the average class size to sixteen students allowing for more individualized instruction. In grades seven and eight, ITBS© scores and academic aptitude are used to level students into classes so that accelerated instruction is provided for advanced students who take pre-algebra in grade seven and algebra in grade eight. In 2011-2012 math computation was identified by administration as a school improvement goal based on ITBS© scores. A yearlong plan was developed and implemented by administration and the faculty math committee. SAOP is dedicated to all students reaching their potential in mathematics.

4. Additional Curriculum Area:

The mission of SAOP states that the school will “...*enrich each child's development by requiring academic excellence and providing opportunities that challenge students.*” In addition, the school's philosophy states that educators will “...*update instruction utilizing current educational research and technology.*” A dedication to fulfilling our mission and philosophy along with accreditation standards and Archdiocesan requirements has made technology an integral part of the educational program. We believe that the integration of innovative technology enriches the curriculum as well as enables students to access, retrieve, analyze, and communicate information in a rapidly changing global environment.

Technology is driven by a three-year plan. It addresses goals and objectives, hardware and software purchases along with staff development. An instructional technologist and computer teacher support technology integration. Administration leads integration by example. High expectations are in place for

teachers and students with checklists utilized to track technology proficiencies. Administration monitors technology integration by reviewing quarterly curriculum maps, weekly lesson plans, and teacher web pages.

SAOP integrates technology in a variety of ways from pre-kindergarten through eighth grade. Students have access to computers in classrooms, the library, and computer lab. Pre-Kindergarten classrooms utilize iPads in centers. Wireless mobile laptop labs, word processors, interactive response systems, digital cameras, and electronic flash cards are available for classroom use. All classrooms are equipped with projection systems and interactive whiteboards that allow teachers to utilize multimedia and electronic resources in teaching. More advanced technology in use includes an on-site weather station that provides real time data, a portable planetarium creating an interactive environment for learning, and a video streaming system allowing middle school students to produce live morning announcements for the school community.

Beginning in pre-kindergarten, students build keyboarding and computer skills. As they advance, interdisciplinary projects provide opportunities for students to learn how to use software applications such as Word®, Excel®, PowerPoint®, Inspiration® and Photoshop®. In addition to classroom integration, students in K-5th grades attend a weekly class where keyboarding and technology skills are taught. Middle school students participate in advanced technology classes such as yearbook, newspaper, robotics, and multimedia broadcast. Accelerated Reader promotes reading through the library. STAR Math® and STAR Reading® measure student growth quarterly.

SAOP continually updates instruction utilizing current technology as an integral component. We believe that through the effective and ethical use of technology our students will be ready for future challenges that technology brings.

5. Instructional Methods:

SAOP's philosophy provides for a learner-centered environment that recognizes individual learning styles and multiple intelligences and nurtures the development of a life-long love of learning. Teachers plan for instruction focusing on data gathered from observation, student performance, STAR Reading®, STAR Math®, DRA® (Developmental Reading Assessment), Iowa Test of Basic Skills® and Cognitive Abilities Test®. Alignment of curriculum, instruction, and assessment supports learning for students.

Teachers utilize varied strategies that address students' strengths and weaknesses. Lessons are presented to reach auditory, visual, and kinesthetic learners. Hands-on activities motivate and engage students in active learning. Manipulatives move students from concrete to abstract thinking and reasoning. Differentiated instruction responds to the needs of diverse learners and includes strategies such as centers, product choice, flexible grouping, learning contracts, cooperative learning, and peer tutoring. Development of higher-level thinking skills is emphasized through use of Bloom's Taxonomy questioning strategies and Thinking Maps®. Emphasis is placed on research skills through the Super 3 and Big 6 Literacy Models®. Study skills such as highlighting, note taking, summarizing, organizing, and test taking are taught in content areas. Cross-curricular ties enable students to take knowledge learned in one discipline and apply it in another. Field trips, an outdoor classroom garden, and service learning opportunities allow students to make real world connections. Integration of technology is a school priority. Standard practice equips classrooms with computer centers, projection systems, and interactive white boards. Mobile laptop carts, word processors, interactive response systems, and electronic flash cards are available for classroom use.

A learning advisor supports students with learning differences. Students are placed on accommodations that apply to volume of work, delivery of instruction, and assessment. Private tutors and therapists are welcome on campus. Alpha Smarts® are available for students experiencing fine motor issues as an alternative to handwritten assignments. Middle school students with accommodations are required to enroll in an elective taught by the learning advisor for academic and behavioral support. The learning

advisor assists teachers in implementing accommodations in the regular classroom, tests students orally and provides more time on task, as needed. The needs of gifted learners are addressed through methods and instructional strategies in the regular classroom.

SAOP is committed to support student learning that addresses various learning styles and cognitive abilities. Through varied instructional methods the school develops the skills in students to become life-long learners capable of reaching their full potential.

6. Professional Development:

SAOP recognizes faculty and staff as the heart of the school and vital to student achievement. Therefore, providing a professional development environment that nurtures life-long learning is priority. Administration completes an annual professional development plan and calendar. Guiding the plan is the school's mission, curriculum standards, school improvement goals, individual teacher goals, standardized test results, and input from faculty and parents.

The school provides funds for individual and whole staff in-services, a staff retreat, and professional library. Coverage by substitute teachers is provided for in-services. Federal programs through Conroe School District and PTO grants provide additional funds. Ten in-service days are required annually by the Texas Catholic Conference Education Department and the Archdiocese. Teachers complete a minimum of eight additional hours and religion teachers work toward Catechist Certification. Teachers are encouraged to pursue advance degrees.

The school's professional development plan provides for on-site training provided through a variety of methods. Team leaders and administration conduct a two year mentor program for new personnel including training on initiatives such as Christian teamwork, Six Traits of Writing© and Big 6 Literacy Model©. Summer reading, book reviews, weekly administrative articles, and monthly administrative blogs highlight best practices. The daily schedule provides time for team planning, and grade level training sessions conducted by administration. Emphasis in the current year is the use of Thinking Maps© and data decision-making including more in depth interpretation and use of ITBS© and CogAT© results. Weekly staff meetings focus on ongoing topics such as religion, Love and Logic©, and integration of technology. Annual training addresses crisis management, CPR/AED certification, and use of administrative software that enhances communication through teacher web pages and online posting of weekly grades. In-house professionals conduct training in religion, working with at-risk learners, and technology. From 2005-2007, teachers completed thirty hours of gifted and talented training for state certification. Six additional hours of GT training are conducted annually. Teachers attend conferences, and workshops on the local, Archdiocesan, state, and national levels. A professional library provides print and media resources including professional journals. Teachers participate in professional organizations, utilize online education opportunities, and network with colleagues in other schools.

Evaluation of professional development is ongoing through observation, dialogue, lesson plan review, student work, assessment, and standardized test results. Administration utilizes this information to measure effectiveness of professional development in supporting student learning and alignment with academic standards.

7. School Leadership:

SAOP is a parish school in the Archdiocese of Galveston-Houston. The school's leadership philosophy emphasizes collaboration. It is focused on the school's mission providing a high quality Catholic education that allows students to reach their full potential.

A multi-tiered leadership structure begins on the Archdiocesan level with the Cardinal Archbishop, superintendent, associate superintendents, and Archdiocesan School Council. Locally, the pastor oversees

the parish and school. The principal directs the school in accordance with accreditation, Archdiocesan, state, and federal regulations. The Education Council addresses parish educational needs and established the School Advisory Committee, composed of school parents and parishioners, to assist the pastor and principal with issues such as policy development, marketing, advancement, and finances. A long-range strategic plan and annual school improvement goals address policies, programs, relationships, and resources aimed at improving student achievement.

The principal has served since the school's opening in 2001 providing stable consistent leadership. She has a vision for the future as the school's spiritual, educational, and managerial leader. She leads by example and is an active participant in school and parish life. The principal serves on the pastor's Parish Leadership Team as Director of Education. She serves on Archdiocesan committees addressing topics such as curriculum and long-range planning.

An Administrative Team consisting of principal, assistant principals, and counselor shares in daily operations of the school. A mutual belief in empowering others sets the tone for distributing responsibility for student achievement, programs, and activities among faculty and staff. A Leadership Team comprising administration, team leaders, counselor, nurse, learning advisor, religion coordinator, athletic director, office manager, and advancement coordinator meets monthly to address school-wide topics and is advisory to the principal. Team leaders conduct monthly meetings disseminating information, unifying implementation of procedures and initiatives, and facilitating cohesiveness between early childhood, elementary, middle school, and auxiliary departments.

Staff, teaching and non-teaching, are assigned to school committees addressing curriculum, staff development, crisis management, technology, staff appreciation, and spiritual life. School committees work with parent organizations to plan events such as Halloween Science Day, Spirit Rallies, and Field Day. Administration assigns faculty liaisons to PTO and Booster Club boards facilitating on going communication and partnership in program planning focused on enhancing student experiences.

Success at SAOP is a result of collaboration. The exemplary educational program offered at SAOP is the product of shared responsibility focused on improving student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV337

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5950</u>	<u>\$5950</u>	<u>\$5950</u>	<u>\$5950</u>	<u>\$5950</u>	<u>\$5950</u>
K	1st	2nd	3rd	4th	5th
<u>\$5950</u>	<u>\$5950</u>	<u>\$5950</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$7891

5. What is the average financial aid per student? \$2022

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 47%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	78	69	78	83	80
Number of students tested	38	48	34	41	37
Percent of total students tested	83	100	100	100	100
Number of students alternatively assessed	4				
Percent of students alternatively assessed	9				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	76				
Number of students tested	11				
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students - Students receiving accommodations in the classroom and who received a small group testing environment.					

12PV337

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	78	78	80	84	84
Number of students tested	42	48	34	41	35
Percent of total students tested	91	100	100	100	100
Number of students alternatively assessed	4				
Percent of students alternatively assessed	9				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	73				
Number of students tested	11				
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	73	76	87	85	91
Number of students tested	42	47	43	36	36
Percent of total students tested	91	100	100	100	100
Number of students alternatively assessed	4				
Percent of students alternatively assessed	9				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.					

12PV337

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	72	75	88	85	88
Number of students tested	42	47	43	34	36
Percent of total students tested	91	100	100	100	100
Number of students alternatively assessed	4				
Percent of students alternatively assessed	9				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	75	83	88	93	90
Number of students tested	45	48	34	33	40
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed	3				
Percent of students alternatively assessed	6				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	63	77			
Number of students tested	12	14			
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.</p>					

12PV337

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	78	82	87	88	87
Number of students tested	45	48	34	33	40
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed	3				
Percent of students alternatively assessed	6				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	71	87			
Number of students tested	12	14			
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	78	77	91	87	85
Number of students tested	43	48	37	40	35
Percent of total students tested	91	100	100	100	100
Number of students alternatively assessed	4				
Percent of students alternatively assessed	9				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	72	67			
Number of students tested	11	10			
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.					

12PV337

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	86	81	86	84	87
Number of students tested	43	48	37	40	35
Percent of total students tested	91	100	100	100	100
Number of students alternatively assessed	4				
Percent of students alternatively assessed	9				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	83	77			
Number of students tested	11	10			
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	82	86	91	91	73
Number of students tested	43	40	42	37	20
Percent of total students tested	91	100	100	100	100
Number of students alternatively assessed	4				
Percent of students alternatively assessed	9				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	74				
Number of students tested	12				
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.					

12PV337

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	84	85	88	88	83
Number of students tested	43	40	42	37	20
Percent of total students tested	91	100	100	100	100
Number of students alternatively assessed	4				
Percent of students alternatively assessed	9				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	80				
Number of students tested	12				
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.					

12PV337

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	89	86	90	77	93
Number of students tested	38	41	36	17	11
Percent of total students tested	93	100	100	100	100
Number of students alternatively assessed	3				
Percent of students alternatively assessed	7				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.					

12PV337

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: ITBS

Edition/Publication Year: 2008 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	86	85	90	83	85
Number of students tested	38	41	36	17	11
Percent of total students tested	93	100	100	100	100
Number of students alternatively assessed	3				
Percent of students alternatively assessed	7				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
2006-2009 Test Years: SAOP administered the Stanford Achievement Test, 10th edition, Harcourt Publishing, 2003. The number of students tested may vary in grade levels with reading and math due to students who were ill and could not make-up subtests. Alternatively Tested Students-Students receiving accommodations in the classroom and who received a small group testing environment.					

12PV337